

Minutes of the
First Regular Meeting of the Thirty-Fifth Senate
Indiana University-Purdue University Fort Wayne
September 14, 2015
12:00 P.M., Kettler G46

Agenda

1. Call to order
2. Approval of the minutes of April 13 and 20, 2015
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Indiana University – J. Badia
 - b. Purdue University – M. Masters
5. Report of the Presiding Officer (Senate Reference No. 15-1) – A. Downs
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 15-2) – P. Iadicola
 - b. Memorial Resolution (Senate Reference No. 15-3) – G. Hickey
 - c. Parliamentary Procedure – J. Malanson
7. Committee reports requiring action
 - a. Curriculum Review Subcommittee (Senate Document SD 15-1) – K. Pollock
 - b. Executive Committee (Senate Document SD 15-2) – K. Pollock
8. Question Time
 - a. (Senate Reference No. 15-4) – M. Wolf
9. New business
10. Committee reports “for information only”
 - a. Graduate Subcommittee (Senate Reference No. 15-5) – C. Gurgur
 - b. Curriculum Review Subcommittee (Senate Reference No. 15-6) – K. Pollock
11. The general good and welfare of the University
12. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Presiding Officer: A. Downs
Parliamentarian: J. Malanson
Sergeant-at-Arms: G. Steffen
Secretary: S. Mettert

Attachment:

“Approval of replacement member of the Curriculum Review Subcommittee” (SD 15-1)
“Change in IPFW designation” (SD 15-2)

Senate Members Present:

A. Argast, J. Badia, S. Beckman, N. Borbieva, V. Carwein, J. Casazza, C. Chauhan, C. Chen, B. Dattilo, S. Ding, Q. Dixie, C. Drummond, C. Gurgur, G. Hickey, M. Jordan, D. Kaiser, S. LaVere, J. Leatherman, E. Link, M. Lipman, H. Luo, M. Masters, D. Miller, A. Obergfell, W. Peters, G. Petruska, K. Pollock, M. Qasim, C. Pomalaza-Raez, R. Rayburn, D. Redett, N. Reimer, G. Schmidt, A. Schwab, H. Sun, A. Ushenko, B. Valliere, L. Vartanian, N. Virtue, G. Wang, D. Wesse, M. Wolf, L. Wright-Bower, N. Younis

Senate Members Absent:

T. Adkins, S. Carr, Q. Hao, G. McClellan, J. Niser

Faculty Members Present:

J. Burg, M. Coussement, M. Dixon, K. Hartley, R. Hile, P. Iadicola, B. Kingsbury, L. Kirkhorn, C. Kracher, K. McCaffree, S. Steiner, C. Sternberger, L. Wark, M. Yamada

Visitors Present:

P. McLaughlin, J. Oxtoby, S. Usman

Acta

1. Call to order: A. Downs called the meeting to order at 12:00 p.m. The senators introduced themselves.
2. Approval of the minutes of April 13 and 20, 2015: The minutes were approved as distributed.
3. Acceptance of the agenda:

K. Pollock moved to approve the agenda as distributed.

The agenda was approved as distributed.
4. Reports of the Speakers of the Faculties:
 - a. Indiana University:

J. Badia: Welcome back. I hope everyone had a rejuvenating summer and a good start to the new academic year. Given the various changes taking place on campus recently—from our designation as metropolitan university to the introduction of signature clusters. It seems clear that this is a moment for taking stock of who we are as a university. I know for many folks USAP is seen as the ideal (or least most suitable) tool for doing so. This summer I had the chance to read the entire USAP report and over the past few weeks of the semester I have been thinking a lot about all of the talk surrounding “student success” that has emerged from it and from other moments. If there’s been a consistency in our

focus lately, it seems to have coalesced around the idea of “student success.” Given our retention and graduate rates, well it should.

But as someone in charge of a major where we regularly see 75 percent and more of our student credit hours generated by LTL’s, I am astonished that for all the talk of student success, I have heard nothing about the importance of finding a better balance between full-time and part-time faculty than the one we have now. Indeed, despite claims that the USAP report “is our campus” and represents an assessment of the “state of our campus,” it fails to attend at all to the challenges posed by our reliance on part-time faculty.

And let me be clear this is not in any to disparage the quality of work our part-time faculty do. We pay them what amounts to an “honorarium,” and in return they teach a load of courses often on par with full-time faculty and they do so professionally and with care, despite sometimes having to cobble together seven or eight classes a semester here and other campuses just to clear the poverty-level threshold. I hope we can acknowledge their good work while still recognizing that they cannot take the place of full-time faculty.

Numerous studies have found that increases in part-time faculty have a significant negative impact on graduation rates, as well as retention rates. This growing reliance on part-time faculty has a pronounced negative effect on first-year students, especially. Study after study makes these links between student success and the full or part-time status of faculty, and other universities-including some that look a lot like us-have recognized the problem and have developed plans to shift the balance back to full-time faculty.

With that in mind, I have a goal to float tangibly related to student success-and I believe in USAP speak, it’s a SMART goal: it is specific, it is measurable, it is achievable, and it is time bound. Well, actually it probably does not meet the restrictions of a SMART goal, but it is no less a worthwhile goal.

Here is it: we commit resources to improving our ratio of full-time to part-time faculty by a significant amount over the next five years. And I appeal to my faculty colleagues, including those here, to take the lead in insisting that on an investment in full-time faculty as the surest path to student success.

b. Purdue University:

M. Masters: Welcome to the new academic year. I am just going to report on things that are new at this point. I attended one Board of Trustees meetings this summer. What interested us was the approval of name change for the Department of Consumer of Family Sciences.

Business wise, we need one more Purdue faculty member on Purdue University Committee on Institutional Affairs (PUCIA), and a larger importance is the Grievance

Committee needs 17 total, and we only have five members. We need 12 more. I encourage Purdue faculty to be a part of this committee.

Metropolitan Northeast System University is pretty exciting. It is a great opportunity for us. I think we have to make sure we have consistency. Consistency in our mission on what we are trying to accomplish.

5. Report of the Presiding Officer – A. Downs:

A. Downs: For those of you that are new to Senate I try to make sure the train runs on time. I want to make sure you meet two people, Sarah Mettert, who is the Senate secretary. Also, Gary Steffen who is the muscle. He is the Sergeant-at-Arms.

Senate Reference No. 15-1 is a list of all the Senate documents that were presented last year.

Speaking privileges have been given to Peter Iadicola today, who will be speaking shortly.

There will be a slight change to the agenda. We are going to begin to list tasks that have been assigned to committees. Historically people will send things to Executive Committee and we do not always know what happened to it. This is to help keep a better track of where those tasks went.

Also, I am actually not on campus on Monday mornings. I appreciate that you all want to try to warn me you are going to do something, but I am not going to be here. I personally would appreciate if you let me know on Fridays.

Several of you may be wondering about the Assessment document. Here is your first introduction to Roberts Rules: last year the Assessment Council passed a document, but it did not get to the Senate. Anything at the end of the academic year that is not dealt with falls to the floor and has to be brought back up again in the fall. EPC is looking at that again, and we will see that in October.

Last year, we adopted new Promotion and Tenure documents (P&T). We excluded clinical faculty, and created a new task force to look at that. They are meeting, and hopefully soon we will have a clinical P&T document to review. Finally, last year there was an amendment to the Constitution. It was to allow for continuing lectures to serve. This body then passed a document that created an ad hoc committee on committees to look at the Bylaws of the Constitution to and making necessary changes to those.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 15-2):

P. Iadicola read the memorial resolution for Anson D. Shupe. A moment of silence was observed.

b. Memorial Resolution (Senate Reference No. 15-3):

G. Hickey read the memorial resolution for Gene D. Phillips. A moment of silence was observed.

c. Parliamentary Procedure – J. Malanson:

J. Malanson explained the parliamentary procedures and the importance of why we use them to apply order.

7. Committee reports requiring action:

a. Curriculum Review Subcommittee (Senate Document 15-1) – K. Pollock:

K. Pollock moved to approve Senate Document SD 15-1 (Approval of replacement member of the Curriculum Review Subcommittee).

Motion to approve passed on a voice vote.

b. Executive Committee (Senate Document 15-2) – K. Pollock:

K. Pollock moved to approve Senate Document SD 15-2 (Change in IPFW designation).

Motion to approve passed on a voice vote.

8. Question Time: (Senate Reference No. 15-4):

Q: (For full question please see Senate Reference No. 15-4)

V. Carwein: I want to start with a few general comments. In this strategic plan that we built a few summers ago, one of the goals in that plan was to develop some signature programs or signature areas for IPFW. This concept is about, what is it that really distinguishes IPFW? When you think about IPFW what do you think about? What is special about it? What is it that separates IPFW from the other institutions around us? So, that was sort of how this idea of what are some signature areas for this campus.

As we talk about it, in terms of how to communicate who we are to the external community. There has been a lot of internal conversation that I have heard about what is that we say to the outside world. How do we market ourselves? The idea of signature programs, or clusters, or signature domains is to really identify what are some of those special aspects about IPFW, and build on the strengths of what we currently have to develop some areas that really set us apart. In my mind, by developing some ideas that might be signature does not mean lessening any of the programs that we already have. The idea is to certainly not develop something signature at the expense of anything else, but more how can we bring together the strengths we have. One example, is health sciences, as you know the health community that we have in Northeast Indiana is one of the largest employers across the

country, regionally, and locally. Health sciences is not about the College of Health and Human Services, it is about all of the other colleges as well. In my mind, there is not any other area, well there are other areas, but this is one example of how all the other things we offer also touch on all the other areas. It is about communications, leadership, management, health policy, the arts, the therapy, and the music and art. There are all sorts of areas within the campus that we have strengths in that could build together to make that a signature. These signature programs are intended to be interdisciplinary. It is not intended to single out one area. I will let Carl discuss more about signature programs as we go forward on this concept.

C. Drummond: I want to talk about two things: how we got here and where we might go next. How we got here is by asking ourselves the same question you asked in your question, Mike. Leading up to the conversation with the chancellor and vice chancellors I suggested that a lot of the concern about signature programs has been that it is some notion that some small number, in the single digits of academic departments/programs would be identified and resourced at the expense. And that is a concern to a lot of people if they are not in one of those departments that resourced. I suggested that maybe that is not the right approach to having the conversation around signature programs. But rather step back and think about who is our most significant regional competitor.

The institutions that overlap us in SAT people go to those schools because they choose to. They go to Taylor or Grace for reasons that extend beyond the academic opportunities. Our biggest overlap in SAT scores is Ball State. What is it that people think of when they think of Ball State? The first is Education, second Architecture; it promotes itself the states only architecture program, and third is Broadcast Journalism. These are things that have been associated with that university for the 21 years I have lived in Indiana. They are sort of part of the conceptual frame work of what Ball State University is, but not at the exclusion of other things. I do not think that someone at Ball State in Political Science or Geology feels they are at a disadvantage. I firmly believe that why we have had a non-ending conversation, because we do not have those clear hooks of what IPFW is. I believe we can have a legitimate conversation around core springs that are aligned with regional need and serve Northeast Indiana and beyond. There are strengths that we have that we can promote in branding, and hope people recognize. Just last week, Carlos was proud to point out that the Department of Engineering at IPFW was the highest rank of any of the region at a third of the cost. That is real value for citizens of Northeast Indiana. If, I ask you all, as Senators, to write down a number that are academic programs that are strong, and impact Northeast Indiana in a positive way we would have a large overlapping set of departments, programs, and opportunities for students. We are a university not a trade school. I think we have to build on strengths, and that is what I was trying to do. Mechanically this was introduced at a meeting of the chancellor and vice chancellors as a concept to answer that very question, what do we mean by signature programs? How are we going to turn this into reality? It was developed and discussed with executive staff, faculty leadership, the deans, academic officer councils, USAP, and the next step was to come to this body. So, thank you for the question.

We are maybe a third of a way through the conversation. We still need to talk to department chairs, other leaderships of other units across campus, and come to some consideration of what we want. So, that is where we are. It is not done, completed, or operational. I think we can carry on this conversation around some of these concepts. The chancellor mentioned one of the four that have been put forth. It is a draft document at this point so it is open for revisions. The first is Health and Health Systems, it is defined that way because we need to think about academics impact in public health, and they get three arenas: health and wellness; nursing or dental, the second is health systems; health care economics, informatics, business systems, etc., and the last is our connection with regional social service organization. Those are three subdivisions for this one larger cluster domain. You will do the same thing in Engineering Technology and Sciences, Arts Humanities and Design, Civic and Institutional Leadership. Those are the four clusters that have been proposed, but those do not have to be the clusters we end up with. We can add more or subtract some. We do have to start brainstorming though for conversation, otherwise in a few years we will find ourselves in the same place we are now. So, that is where we are, and that is where we are going. I invite you to participate as much as you wish.

S. Bischoff: Thank you for the great work, Carl. I am curious to know if there are alternative ideas to this concept, and still build a reputation with quality? And it implies that someone else will be making a decision for us in your last statement.

C. Drummond: When you go back in time, and think, what was the process of consultation that occurred up to today? There was a conversation about the strengths and weaknesses of the university. The second major conversation was around the strategic plan, and one plan was to be a stronger graduate program. We were going to grow our graduate strengths. And we were not going to pull away from that mission. We wanted to stay to try to be a comprehensive university at a graduate and undergraduate level.

Second, I will feel much better having a conversation around defining signature programs than let it float and allow someone else to be a part of it. Do I think politicians will step in and redefine IPFW? Well, I would have guessed they would not have put credit hour limits, or force us into General Education programs.

A. Downs: I want to make sure this discussion does not run past 1:10 due to our time limit.

A. Schwab: Thanks for the description, Carl. I appreciate that you suggest that this will be a process and to make a meaningful contribution to that process I wanted to know how it was carved up to begin with. What led to the four clusters that we are looking at now? How did we get to this as the starting point?

C. Drummond: In preparation for this extended staff meeting I drafted document to have something as a starting point in the conversation. Based upon my participation in self-study, strategic plan, and as my role as vice chancellor. That is where it came from, my head.

M. Wolf: What is wrong with what we are doing? Why are we changing what we are doing? Every measure says we are doing awesome.

C. Drummond: It is not that we are doing anything wrong, but how can we make it better. We want to make larger contributions to the university.

G. Hickey: Which academic unit puts out the greatest number of graduates?

C. Drummond: Do you have an answer for that?

G. Hickey: No, I am asking you. I step back and cannot be a faculty member or a senator to ask this question, so I am asking this as someone from outside of the community. I am putting on my reporter hat, and ask, if there are signature programs they must have something to do with how many graduates they put out per year.

C. Drummond: These are fundamental questions that are being asked. It turns out, we as an industry we do not do the greatest job at being prepared to answer those kinds of questions. In some cases at department levels we know those answers. The degree that is most frequently awarded at IPFW is General Studies. General Studies does not have specific job placement that is education for career that are multi fast. So, in response to this great wave of the next generation of workers, that in fact, companies are finding they are aggressively hiring liberal arts education into leadership fields and technology. Because they need thinkers more than they need technicians.

N. Virtue: It is hard for some of us to hear what you are saying today, and not think to ourselves well someone will lose in this. Already looking at the faculty lines that were approved this year, and there were bunch of lines in health sciences and engineering. It looks like humanities were given the short trip. Can you reassure us that we are not getting the disadvantage? Next, I have a philosophical difference in the way you approach responding to a possible external threat. I remember the discussion about dual credit. If we do not take responsibility for dual credit someone else will take responsibility, and IPFW will lose. I feel like this is what IPFW does. We respond to presumed threats and harm ourselves in the process.

C. Drummond: The most recent allocation of faculty lines was defined as needs. Every department that wished to have a line considered had to present a document that described that need. Those documents were brought up among the deans and all the deans evaluated everyone else's needs and made recommendations. There was a tremendous amount of overlapping in the recommendations this year.

9. New business: There was no new business.

10. Committee reports "for information only":

a. Graduate Subcommittee (Senate Reference No. 15-5) – C. Gurgur:

Senate Reference No. 15-5 (Concentration in Family Nurse Practitioner FNP) was presented for information only.

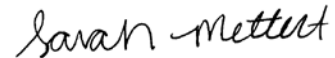
b. Curriculum Review Subcommittee (Senate Reference No. 15-6) – K. Pollock:

Senate Reference No. 15-6 (Minors in Accounting, Finance, Management, Marketing) was presented for information only.

11. The general good and welfare of the University:

A. Schwab: This year I am flirting with not having IRB office hours. If you have IRB questions or know someone who does let me know, and we will find a time to meet.

12. The meeting adjourned at 1:15 p.m.



Sarah Mettert
Secretary of the Faculty

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Laurie Corbin, Chair
Curriculum Review Subcommittee

DATE: May 5, 2015

SUBJ: Approval of replacement member of the Curriculum Review Subcommittee

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that "... Senate Committees ... shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is one vacancy on the Curriculum Review Subcommittee with no representation from the College of Education and Public Policy; and

WHEREAS, The chair of the Curriculum Review Subcommittee has invited Dr. Rama Cousik of the College of Education and Public Policy to serve as a replacement member for the 2015-2016 academic year;

BE IT RESOLVED, That the chair of the Curriculum Review Subcommittee requests the Executive Committee to forward this appointment to the Senate for approval.

MEMORANDUM

TO: Fort Wayne Senate
FROM: Executive Committee
DATE: September 4, 2015
SUBJ: Recognition and endorsement of change to Multisystem Metropolitan University

WHEREAS, House Enrolled Act 1001 (HEA 1001)¹ changed the designation of IPFW from a Regional Campus to a Multisystem Metropolitan University; and

WHEREAS, this new designation creates new opportunities for IPFW; and

BE IT RESOLVED, that Senate documents from this point forward refer to IPFW as a Multisystem Metropolitan University.

Note: Questions concerning this document should be addressed to Andrew Downs at 481-6691 or downsa@ipfw.edu.

¹ HEA 1001 can be found at <http://iga.in.gov/legislative/2015/bills/house/1001#document-53861fe8>.